

The Lincoln Academy Board of Trustees

Reviewed the

Teacher Performance Based  
Compensation Plan

and approved it on

11 June 2008.

*Mark Bishop*

# Teacher Performance Based Compensation Plan

Lincoln Academy

## Eligibility

All classroom teachers who work for Lincoln Academy from August 18, 2008 through May 22, 2009 will be eligible to receive performance pay.

## Criteria

There are seven criteria areas. Each full time classroom teacher will be able to earn up to ten performance points in each area for a possible total of seventy performance points throughout the year. Half-Day classroom teachers will be eligible to earn up to 35 performance points (Their total will be divided in half). The criteria include a combination of team and individual areas.

Because Lincoln Academy is a K-9 public school, there will be different criteria for Junior High and Elementary teachers. The Criteria is as follows

### Elementary

Student Growth  
Parent Satisfaction  
Administrative Evaluation  
Employee Cost Effectiveness  
Licensure  
Grade Level Goal  
Professional School Support

### Junior High

Parent/Student Satisfaction  
Administrative Evaluation  
Employee Cost Effectiveness  
Licensure  
Junior High Team Goal  
Individual Goal  
Professional School Support

## Evaluation Instruments and Assessments

### Elementary

- Student Growth-
  - K- Kindergarten students are assessed at the first of the year using a Orten-Gillingham (research based method of teaching reading and writing) assessment (see pgs. 7-13) as well as Saxon (math) assessment (see pgs. 14-25). The same tests are administered at the end of the year to assess

student growth. Teachers will receive points according to the percent of students who demonstrate expected growth throughout the year. For example if 83% of a teacher's students end the year reaching expected growth then the teacher will receive 8.3 points.

- 1<sup>st</sup> Grade- students are assessed at the first of the year using a Scholastic Guided reading leveling assessment. as well as Saxon (math) assessment (see pgs. 14-25). The Scholastic assessment recommends using benchmark books and asks teachers to keep running records to assess student level. The same tests are administered at the end of the year to assess student growth. Teachers will receive points according to the percent of students who demonstrate expected growth throughout the year. For example if 83% of a teacher's students end the year reaching expected growth then the teacher will receive 8.3 points.
- 2<sup>nd</sup>-6<sup>th</sup> Grade- Lincoln Academy has purchased North West Evaluation Association (NWEA) computer based testing programs for Math and Language Arts. The NWEA measures the progressive linear growth of students throughout the year. Students in 2<sup>nd</sup>-6<sup>th</sup> grade are tested three times a year in each of these categories. . Teachers will receive points according to the percent of students who demonstrate expected growth throughout the year. For example if 83% of a teacher's students end the year reaching expected growth then the teacher will receive 8.3 points.
- Parent Satisfaction- Lincoln currently surveys parents at the end of each year to measure parent satisfaction. The survey would be adjusted to include questions about individual teachers (See pgs. 26-28). Teachers would receive points based on the percent of parents giving them a favorable report. For example if 90% of parents reviewed a teacher favorably they would be rewarded 9 performance points.
- Administrative Evaluation- The administrative evaluation is an extensive evaluation that considers classroom management, lesson preparation, student involvement, professionalism, and meeting individual needs. Teachers can receive a 0-4 on each item (see pgs. 29-35). Teachers would receive performance points for the percentage of threes or higher in each section. For example if a teacher had 95% of their evaluation sections scored at 3 or higher they would receive 9.5
- Employee Cost Effectiveness- Teachers will receive two performance points for each of the following:
  - Being on time each day and work the hours required by their contract.
  - Using six or less sick and personal days for controllable reasons. Teachers have 3 personal and 3 sick days each year.
  - Give sufficient notice for planned absence and prepared lessons for substitute teacher
  - Responsible use of school allocated supplies
  - Responsible management of school monies and parent volunteer investment with field trips.
  - All of the above will be measured by the administration and office support staff

- Licensure- Teachers will receive 5 points if they have a current teaching license and 5 points if they are working on the requirements for the next level. The Office manager who is over licensing will monitor and award the points.
- Grade level goal- Teachers will create a grade level goal that improve student learning. They will present the goal to the administration for approval. Once it is approved it will be recorded. If the goal is met, each teacher will be awarded 10 performance points. Administration will monitor the progress of the goal.
- Professional School Support- Teachers will be awarded:
  - 2 points for each bullet
    - Supporting the school by working on assigned committees.
    - Updating SIS (Student Information Services) weekly.
  - 1 point for each bullet
    - Attending August in-service before school starts
    - Attending back to school night
    - Providing activity booth for school fall carnival
    - Hosting October parent teacher conference
    - Hosting February Parent Teacher Conference
    - Attending in-service following the end of school in May.
  - Administration and office staff will monitor the progress of the goal.

#### Junior High

- Parent/Student Satisfaction- Lincoln currently surveys parents at the end of each year to measure parent satisfaction. The survey would be adjusted to include questions about individual teachers (see pgs. 26-28). Lincoln would also administer end of semester surveys on each teacher to students. The office staff would administer the survey. Teachers would receive points based on the percent of parents and students giving them a favorable report. For example if 90% of parents and students reviewed a teacher favorably they would be rewarded 9 performance points.
- Administrative Evaluation- The administrative evaluation is an extensive evaluation that considers classroom management, lesson preparation, student involvement, professionalism, and meeting individual needs. Teachers can receive a 0-4 on each item (see pgs. 29-35). Teachers would receive performance points for the percentage of threes or higher in each section. For example if a teacher had 95% of their evaluation sections scored at 3 or higher they would receive 9.5
- Employee Cost Effectiveness- Teachers will receive two performance points for each of the following:
  - Being on time each day and work the hours required by their contract.
  - Using six or less sick and personal days for controllable reasons. Teachers have 3 personal and 3 sick days each year.
  - Give sufficient notice for planned absence and prepared lessons for substitute teacher
  - Responsible use of school allocated supplies
  - Responsible management of school monies and parent volunteer investment with field trips.

- All of the above will be measured by the administration and office support staff
- Licensure- Teachers will receive 5 points if they have a current teaching license and 5 points if they are working on the requirements for the next level. The Office manager who is over licensing will monitor and award the points.
- Junior High Team Goal- Lincoln Academy is relatively small. It has approximately 200 Junior High students and 10 teachers. The junior high team will create a goal designed to improve student learning. They will present the goal to the administration for approval. Once it is approved it will be recorded. If the goal is met, each teacher will be awarded 10 performance points. Administration will monitor the progress of the goal.
- Individual Goal- Teacher would set a individual goal designed to improve student performance in their class. The goal would be presented to the administration for approval. Once it is approved it will be recorded. If the goal is met, the teacher will be awarded 10 performance points. Administration will monitor the progress of the goal.
- Professional School Support- Teachers will be awarded:
  - 2 points for each bullet
    - Supporting the school by working on assigned committees.
    - Updating SIS (Student Information Services) weekly and turninghg in IEXEL (junior high reward program for on time assignments) reports on time
  - 1 point for each bullet
    - Attending August in-service before school starts
    - Attending back to school night
    - Providing activity booth for school fall carnival
    - Hosting October parent teacher conference
    - Hosting February Parent Teacher Conference
    - Attending in-service following the end of school in May.
  - Administration and office staff will monitor the progress of the goal.

### **Amount and Distribution of Performance Based Compensation**

Lincoln would like to be allocated \$260,000. That is an allocation of \$481.81 per student. This would allow all teachers to receive up to \$10,000 in performance based compensation pay.

Because the amount allocated by the state is a large sum to be allocated at a per pupil basis, and the award amount will be based on the amount of eligible school districts and charter schools, it is impossible to know or suggest a school total amount awarded. It could be larger or smaller than the requested \$260,000. Therefore the allocated amount received will be designated as TOTAL.

On May 25, 2009 Lincoln Academy's Administration and Office staff will compile the final point amounts for each teacher. The teacher performance points will be added and the TOTAL will be divided by the total amount of performance points

earned school wide to obtain a per point dollar value. The TOTAL will be redistributed to the teachers according to the per point dollar value multiplied by individual teacher performance points earned. This amount will be distributed to the teacher on top of their next paycheck.

For example, if Lincoln Academy were to be allocated \$158,000 from the state for performance based compensation and the total amount of teacher performance points school wide were 1488 then Lincoln Academy would divide \$158,000 by 1488 to get a per point value of \$106.19. If an individual teacher earned 58.7 points they would be awarded a performance pay bonus of \$6,232.93.

### **Process**

Lincoln Academy's Performance Based Compensation Plan was created through the combined efforts of teachers, administration, parents, and board members. Parents, teachers, administration, and board members were solicited for input. Input was correlated, administration wrote the plan, and teachers, parents, and board members reviewed it before presentation to the board.

# KINDERGARTEN READING SKILLS ASSESSMENT

Teachers should assess each student individually on phonemic awareness and visual and sound recognition of the alphabet.

1. Begin by asking the student to say (not sing) the alphabet in sequence.
  2. Use the Reading Skills Assessments on the following pages to determine and record students' alphabet awareness.
  3. Do not try to conduct all of the Skills Assessments in one sitting.
  4. Record student results in each letter box. You can use a "y" for yes, a simple check mark, or any other mark you wish.
  5. To assess handwriting ability, have each student write the letters they know on a piece of paper. Students who cannot spontaneously write letters can write their names or draw a picture.
  6. Keep in mind that the goal by the end of kindergarten is to have documentation of students' ability prior to administering the Level One Initial Assessment.
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## Phonemic Awareness & Reading Skills

The most important skill to develop in kindergarten is phonemic awareness. Phonemic awareness is ability to analyze, produce, manipulate, and combine the smallest units of sound (phonemes) in a variety of ways, and to eventually connect the symbols that represent them to specific meanings. To achieve this objective, teachers will expose the students to a variety of auditory tasks. A list of examples follows.

### PHONEMIC AWARENESS ACTIVITIES

#### Phoneme manipulation:

"What blended sounds would be left if the /p/ sound is taken away from 'pig?'" → "ig."

"What word would we have if we began with the word 'pig' and changed /g/ to /t/?" → "pit."

Once sounds have been articulated, it is beneficial to use index cards or **Elkonen boxes** with **chips** markers (and eventually one letter written in a box or on a card) so students can manipulate the cards to create words. Blending strips can be used for auditory practice.

#### Word to word matching:

"Do 'cat' and 'cake' begin with the same sound? How about 'bat' and 'dad?'"

This exercise is very successful when pictures are used and students draw lines between two pictures that begin with the same sound.

#### Blending orally:

"What word is made if you blend these sounds together:

/p/, /o/, /t/?" → "pot"

"How about /s/ and /ing/?" → "sing"

Also ask students to split sounds: "What is the first sound in the word car?" → "/c/"

"What is the last sound in the word 'bring?'" → "/ing/"



**Phoneme segmentation:**

"What sounds do you hear in the word 'lid?'" → "/l/ /i/ /d/"  
 "How about the word 'stop?'" → "/s/ /t/ /o/ /p/"

**Phoneme Counting:**

"How many sounds do you hear in the word 'time?'" → "3"  
 "How many sounds do you hear in the word 'squint?'" → "5"  
 "How about 'in?'" → "2"  
 "How about 'splash?'" → "5"

**Awareness of syllables:**

"How many syllables do you hear in the word 'pencil?' How about the word 'telephone?'"

Have students clap or pound syllables. They can use their names, or the names of objects in the room.

**Rhyming:**

Read rhyming books, asking children to listen for the words that rhyme. See if they can guess what the second word will be in the rhyming pair.

State words to be rhymed and have the children build upon each word.

**Oddity tasks:**

"Which first sound is different in the oral words 'lid,' 'rim,' and 'lit?'"  
 → "/r/" "Which final sound is different in words 'cat,' 'map,' and 'rat?'" → "/p/"

It may help to have picture representations of each word.

Phonemic awareness activities should be done regularly throughout kindergarten to strengthen language and reading skills. Phonemic Awareness in Young Children, by Adams, Foorman, Lundberg, & Beeler is an invaluable reference that provides activities for developing and evaluating phonemic awareness skills such as:

- Segmenting and combining sounds to demonstrate that spoken words consist of sequences of phonemes
  - Rhyming sounds and clapping syllables
  - The ability to substitute sounds appropriately and meaningfully
-

Kindergarten Reading Skills Assessment  
Visual Recognition of Upper Case Letters

T: Point to each letter

S: State name of letter

T: Mark each response accordingly

Date:

Name:

F	I	M	C	T
L	B	A	Q	G
S	D	H	Z	U
X	P	R	J	V
O	W	K	Y	N
E				

Kindergarten Reading Skills Assessment  
Visual Recognition of Lower Case Letters

T: Point to each letter  
S: State name of letter  
T: Mark each response accordingly  
Name: \_\_\_\_\_

Date: \_\_\_\_\_

l	b	a	q	g
f	i	m	c	t
u	z	h	s	d
j	o	p	x	v
k	y	w	n	e
r				

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Kindergarten Reading Skills Assessment  
Sound Recognition of Lower Case Letters\*

T: Point to each letter

S: State the sound of the letter

T: Mark each response accordingly

Date:

Name:

b	g	m	k	a
t	f	c	z	h
n	i	qu	s	d
j	o	l	x	v
u	y	w	e	r
p				

\* The grid on page 7 can be substituted here if capital letters are easier for the student to recognize.

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## BEGINNING INSTRUCTION: RECOMMENDED GUIDELINES

In kindergarten it is strongly recommended to begin with the letter "c" in the sequence chart. The goal is to introduce one new concept per week. Teachers will begin teaching the sound/symbol relationship through direct instruction. Students should be provided with a visual cue and an activity to help solidify the sound/symbol relationship. In addition, the teacher should read books pertaining to that particular letter for reinforcement. (Refer to the training manual for specific examples of lesson plans.)

It is recommended to teach letter formation (lower case and capital) using large house paper, green crayons, and screens to provide a tactile sensation. The students will be tracing the letters with their finger, naming the letter and saying the sound. Once students can form letters correctly, they can use the sand for reinforcement. As students progress through the sequence chart, the letters on the large house paper can be made into an alphabet book. Students can draw or cut out pictures from magazines of objects that begin with the sound that is being taught.

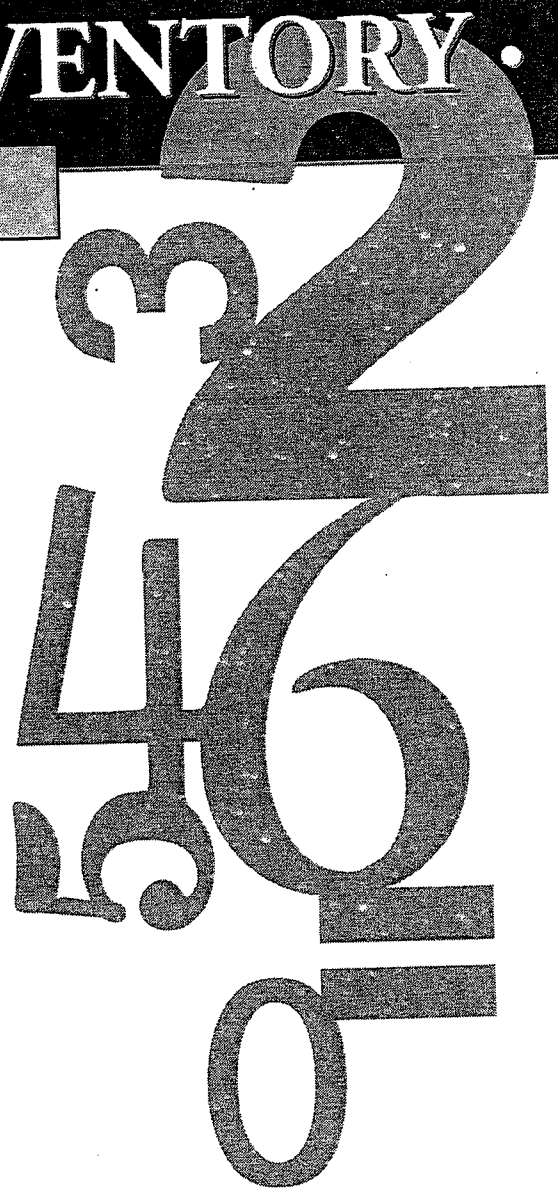
Once children have learned the first four sounds, the teacher can begin to teach the three-part drill and vowel intensive. For the auditory section, students may be tracing over the letters on large house paper, prior to using the sand. The blending portion should begin with vowel/consonant blending before moving into consonant/vowel/consonant blending. Modeling is required for students to blend words accurately.

Red words should be introduced to students from the beginning. In kindergarten, it is recommended to begin teaching red words in small groups, introducing only one or two red words per week. Once students have learned the process, they can review and learn red words as a class. Children will use a red crayon to trace the dotted letters of the red words the teacher has prepared. It may be necessary to provide starting points for each letter. It is beneficial for the teacher to trace the dotted red word using an overhead projector. The goal for red words in kindergarten is for students to be exposed to high frequency words and to be able to recognize them. By the end of kindergarten, students may be able to write the red word at least once from memory.

*Saxon Publishers*

# • PLACEMENT INVENTORY •

*Math K-3*



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# SAXON MATH K-3 PLACEMENT INVENTORY

## INTRODUCTION

If you are uncertain which level of the primary materials to use, the first criterion to consider is the child's age. The following chart should be used to determine the recommended instructional level:

Age	Level
$4\frac{1}{2} - 5\frac{1}{2}$	<i>Math K</i>
$5\frac{1}{2} - 6\frac{1}{2}$	<i>Math 1</i>
$6\frac{1}{2} - 7\frac{1}{2}$	<i>Math 2</i>
$7\frac{1}{2} - 8\frac{1}{2}$	<i>Math 3</i>

## Exceptions

If a child has significant learning problems or has received little or no prior math instruction, consider beginning at a lower level than what is recommended on the chart.

If a child has received prior math instruction and you consider the child's ability and understanding of math concepts to be exceptional for his or her age, consider administering this primary placement inventory to determine whether the child should begin at a higher level than what is recommended on the chart.

## DIRECTIONS FOR ADMINISTERING THE PRIMARY PLACEMENT INVENTORY

- This is not intended to be an end-of-the-year test, and it should be used only with children who have not previously been in a Saxon mathematics program.
- Administer the inventory to one child at a time in a quiet, calm environment. You may wish to have someone else present to record the child's responses and comments.
- Read through the questions and prepare all materials prior to beginning the inventory.
- Follow the instructions and dialogue on the following pages. Answers are shown beside the questions.
- Depending on the answer, the child will receive 0 or 1 point for each question or set of questions. (See the boxed numbers.) Add the points at the end of each section for proper scoring.
- Before beginning, explain to the child that this is an opportunity for you to find out what the child already knows.
- **This is not a teaching situation.** Do not correct the child when he or she responds incorrectly or provide hints when the child hesitates. Record the child's answer without indicating to the child whether the answer is correct. Praise the child for focusing on the task and listening carefully.
- Begin with Part A of the Placement Inventory. At the end of each section, read the directions to determine whether to continue.

# PART A

## materials

**Master P-1** (Cut apart the box of shapes, the number cards, and the paper strips.)  
20 pennies, 2 nickels, 4 dimes

### 1. IDENTIFYING SHAPES

- Point to the square from **Master P-1**.  
*"What shape is this?"*
- Repeat with the triangle, circle, and rectangle.

Correctly identifies all shapes:

1

Incorrectly identifies one or more shapes:

0

### 2. COUNTING BY 1'S TO 100

*"Count as high as you can."*

- Stop the child at 100. The child's last correct number is \_\_\_\_.

Counts to 100 correctly:

1

Cannot count to 100 by 1's:

0

### 3. COUNTING OBJECTS • MATCHING SETS OF OBJECTS WITH 1-TO-1 CORRESPONDENCE

- Place 8 pennies in a row. Leave space between the pennies.

*"Make another row of pennies that is the same as (matches) my row of pennies."*

*"How do you know that your row is the same as (matches) mine?"*

*"Count the pennies in my row."*

*"Count the pennies in your row."*

Uses correct number of pennies:

1

Uses too few or too many pennies:

0

Counts pennies correctly:

1

Counts pennies incorrectly:

0

### 4. MATCHING SETS AND NUMBERS • ORDERING THE NUMBERS 0-10

- Put 20 pennies in a pile on the table.
- Show the child the number card 7.

*"What number is this?"*

*"Show me this number of pennies."*

- Repeat with the 9, 3, and 0 number cards.

- Give the child the number cards in a mixed pile.

*"Put these numbers in order."*

Uses correct number of pennies for all cards:

1

Uses incorrect number of pennies for one or more cards:

0

Orders numbers correctly:

1

Orders numbers incorrectly:

0



# PART A (CONTINUED)

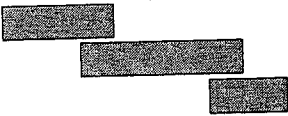
## 5. IDENTIFYING COINS • SORTING • IDENTIFYING MOST AND FEWEST

- Put a penny, nickel, and dime on the table.
- Point to each coin and ask:  
*"What do we call this?"*
- Put 6 pennies, 2 nickels, and 4 dimes in a mixed pile on the table.  
*"Sort these coins."*
- If the child does not know the meaning of the word *sort*, say the following:  
*"Put the pennies in one pile, the nickels in another pile, and the dimes in a third pile."*
- Allow time for the child to do this.  
*"How many dimes do you have?"*  
*"Which coin do you have the most of?"*  
*"Which coin do you have the fewest or least of?"*

Identifies all 3 coins:	1
Identifies 2 or fewer coins:	0

Sorts coins without assistance and answers all questions correctly:	1
Unable to sort coins or answers one or more questions incorrectly:	0

## 6. MEASUREMENT

- Place the strips on the table in the following way:  
  
*"Which paper strip is the longest?"*  
*"How do you know?"*
- Remove the two shorter strips of paper.
- Give the child 20 pennies.  
*"How many pennies long is this paper strip?"*

Identifies the longest strip:	1
Identifies an incorrect strip:	0

Measures accurately by placing the pennies close together:	1
Leaves wide spaces between the pennies or does not complete task:	0

**TOTAL POINTS PART A:** \_\_\_\_\_

*If the child scores 8–10 in Part A, give Part B of the assessment.*

*If the child scores 0–7 in Part A, stop here and begin with Math K.*

# PART B

## materials

### Master P-2

Calendar of current month

7 pennies, 3 nickels, 6 dimes

Ruler with inch and centimeter scale

Pencil

## 1. IDENTIFYING THE DATE AND DAYS OF THE WEEK

- Show the child a calendar for the current month.

*"What month is it?"*

*"What year is it?"*

- Point to today's date on the calendar.

*"This is today's date."*

*"What is today's date?"*

*"What day of the week is it today?"*

*"What will be tomorrow's date?"*

*"What day of the week will it be tomorrow?"*

Answers all questions correctly:

1

Answers one or more questions incorrectly:

0

## 2. COUNTING BY 1'S, 2'S, 5'S, AND 10'S

*"Count by 1's, beginning with 80."*

- Stop the child at 140. The child's last correct number is \_\_\_\_.

*"Count by 2's as high as you can."*

- Stop the child at 20. The child's last correct number is \_\_\_\_.

*"Count by 5's as high as you can."*

- Stop the child at 50. The child's last correct number is \_\_\_\_.

*"Count by 10's as high as you can."*

- Stop the child at 100. The child's last correct number is \_\_\_\_.

Counts from 80 to 140 by 1's correctly:

1

Cannot count from 80 to 140 by 1's:

0

Counts to 20 by 2's correctly:

1

Cannot count to 20 by 2's:

0

Counts to 50 by 5's correctly:

1

Cannot count to 50 by 5's:

0

Counts to 100 by 10's correctly:

1

Cannot count to 100 by 10's:

0

## PART B (CONTINUED)

### 3. COUNTING MONEY: PENNIES, NICKELS, AND DIMES

- Put 7 pennies, 3 nickels, and 6 dimes in a mixed pile on the table.

*"How many dimes are here?"*

*"How much money is that?"*

- Repeat with pennies and nickels.

*"How much money is this altogether?" (82¢)*

Identifies coin values correctly:	1
Identifies coin values incorrectly:	0

Counts the money correctly:	1
Counts the money incorrectly:	0

### 4. IDENTIFYING THE MISSING NUMBERS AND SHAPES IN PATTERNS

- Give the child Master P-2.

*"Read the first pattern out loud."*

*"What are the next three numbers (shapes) in this pattern?"*

*"Write (draw) these numbers (shapes) on the lines."*

- Repeat with the next three patterns.

9, 8, 7, 6, \_\_, \_\_, \_\_ (5, 4, 3)  
 5, 10, 15, 20, \_\_, \_\_, \_\_ (25, 30, 35)  
 6, 16, 26, 36, \_\_, \_\_, \_\_ (46, 56, 66)  
 △, □, □, △, □, □, △, \_\_, \_\_, \_\_ (□, □, △)

Completes all patterns correctly:	1
Completes one or more patterns incorrectly:	0

### 5. MEASURING AND DRAWING LINE SEGMENTS

- Hand the child a ruler. Do not indicate which scale to use.
- Point to the line segment in problem 2.

*"Use the ruler to measure this line (segment) using inches." (4")*

*"On the back of your paper, draw a 3-inch line (segment)."*

Measures correctly:	1
Measures incorrectly:	0

Draws the line segment correctly:	1
Draws the line segment incorrectly:	0

### 6. TELLING TIME TO THE HALF HOUR

- Point to the first clock.

*"What time does this clock show?" (10:00)*

- Point to the second clock.

*"What time does this clock show?" (8:30)*

Identifies both times correctly:	1
Identifies one or both times incorrectly:	0

## PART B (CONTINUED)

20

### 7. IDENTIFYING FRACTIONAL PARTS OF A WHOLE

- Point to the square in problem 4.

*“Divide the square in half and color (shade) one half of it.”*

- Point to the shaded circle in problem 4.

*“How much of the circle is shaded?” (one fourth)*

Divides/shades one half correctly: ☐

Divides/shades one half incorrectly: ☐

Identifies fractional part correctly: ☐

Identifies fractional part incorrectly: ☐

**TOTAL POINTS PART B:** \_\_\_\_\_

*If the child scores 10–13 in Part B, give Part C of the assessment.*

*If the child scores 0–9 in Part B, stop here and begin with Math 1.*

## PART C

### materials

#### Master P-3

5 quarters, 5 dimes, 5 nickels, 5 pennies

Ruler with inch and centimeter scale

### 1. WRITING NUMBERS • ADDING USING MENTAL COMPUTATION

- Use the back of Master P-3.

*“Write the number 47.”*

*“What is 1 more than 47?” (48)*

*“Write the number 16.”*

*“What is 1 less than 16?” (15)*

*“Write the number 35.”*

*“What is 10 more than 35?” (45)*

*“Write the number 83.”*

*“What is 10 less than 83?” (73)*

Answers all questions correctly: ☐

Answers one or more questions incorrectly: ☐

## PART C (CONTINUED)

### 2. COUNTING MONEY: PENNIES, NICKELS, DIMITES, AND QUARTERS

- Give the child 4 dimes, 3 nickels, and 2 pennies.

*"How much money is this?" (57¢)*

- Give the child 4 quarters, 10 dimes, 10 nickels, and 10 pennies.

*"Show 17¢ using the fewest coins." (1 dime, 1 nickel, and 2 pennies)*

*"Show 65¢ using the fewest coins." (2 quarters, 1 dime, and 1 nickel)*

Counts the money correctly:	1
Count the money incorrectly:	0

Shows both money amounts using the fewest coins:	1
Uses incorrect coins or does not use the fewest coins:	0

### 3. READING A THERMOMETER

- Point to the first thermometer on **Master P-3**.

*"Color this thermometer to show 30 degrees."*

*"What temperature is shown on the other thermometer?" (36°)*

Colors the thermometer and identifies the temperature correctly:	1
Colors the thermometer or identifies the temperature incorrectly:	0

### 4. IDENTIFYING THE MISSING NUMBERS AND SHAPES IN PATTERNS

*"Read the first pattern in problem 1 out loud, and fill in the missing numbers (shapes) in the pattern."*

- Repeat with the next three patterns.

21, 23, 25, 27, \_\_, \_\_, \_\_ (29, 31, 33)

45, 40, 35, 30, 25, \_\_, \_\_, \_\_ (20, 15, 10)

\_\_, \_\_, \_\_, 47, 57, 67, 77, 87 (17, 27, 37)

 (  )

Completes all patterns correctly:	1
Completes one or more patterns incorrectly:	0

### 5. MEASURING AND DRAWING LINE SEGMENTS

*"Use the ruler to measure the line segment in problem 2 using centimeters." (10 cm)*

*"On the back of your paper, draw a 4-1/2-inch line (segment)."*

Measures correctly:	1
Measures incorrectly:	0

Draws the line segment correctly:	1
Draws the line segment incorrectly:	0

## PART C (CONTINUED)

### 6. TELLING TIME TO THE NEAREST FIVE MINUTES

- Point to the first clock.

*"What time does this clock show?" (2:25)*

- Point to the second clock.

*"Draw hands on this clock to show half past one."*

Identifies both times correctly: ☐ 1

Identifies one or both times incorrectly: ☐ 0

### 7. IDENTIFYING FRACTIONAL PARTS OF A WHOLE

- Point to the square in problem 4.

*"Divide the square into 4 equal parts."*

*"Color three fourths of the square."*

- Point to the circle.

*"How many parts is the circle divided into?" (8)*

*"Write a fraction to show how much of the circle is shaded." (3/8)*

Divides the square into fourths and shades three fourths correctly: ☐ 1

Divides or shades the square incorrectly: ☐ 0

Identifies fractional part correctly: ☐ 1

Identifies fractional part incorrectly: ☐ 0

### 8. READING A GRAPH WITH A SCALE OF 10

*"The graph in problem 5 shows last week's high temperatures."*

*"What was Wednesday's temperature?" (20°F)*

*"On which day was it the warmest?" (Thursday)*

Answers both questions correctly: ☐ 1

Answers one or both questions incorrectly: ☐ 0

**TOTAL POINTS PART C:** \_\_\_\_\_

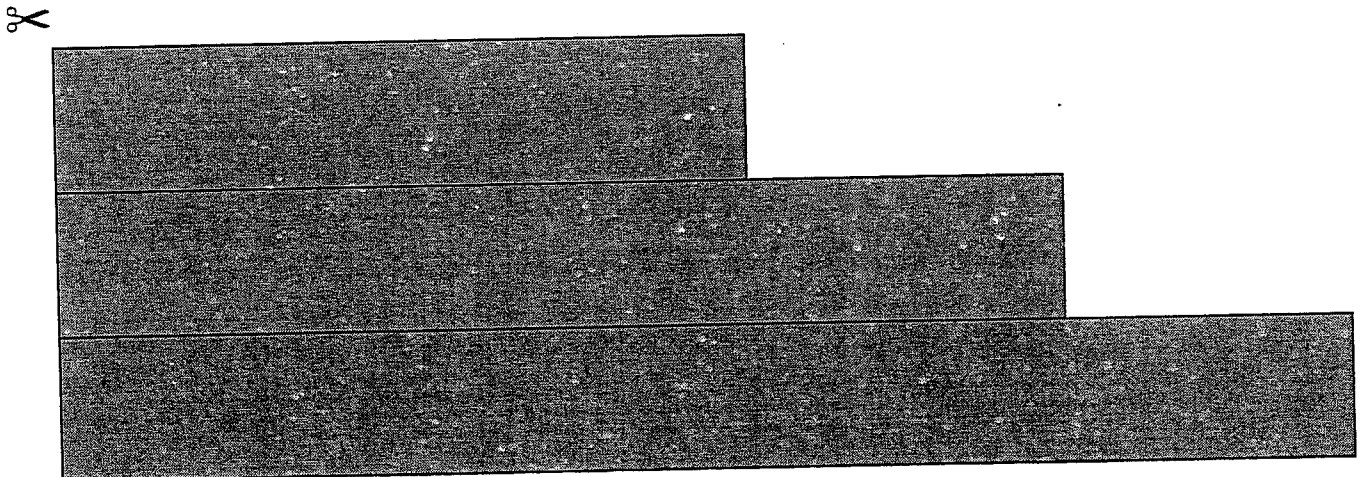
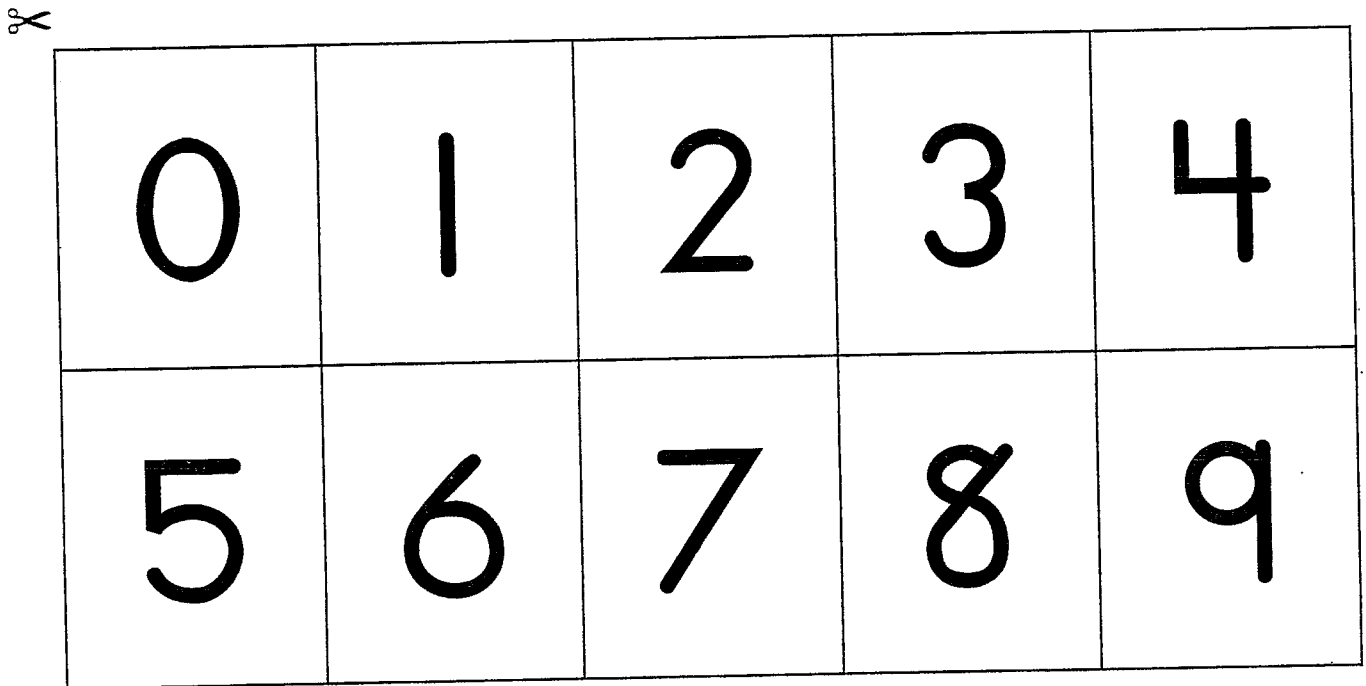
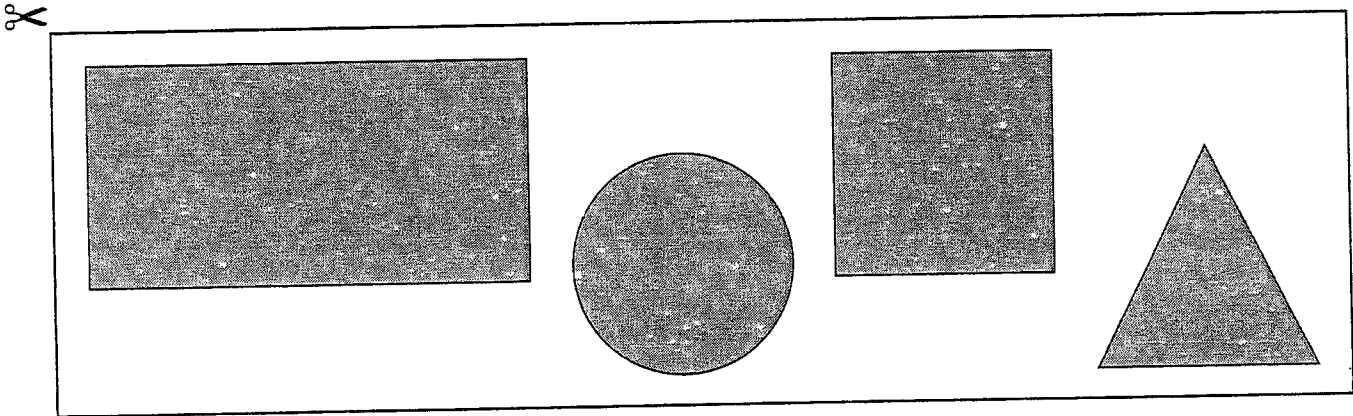
*If the child scores 9–11 in Part C, begin with Math 3.*

*If the child scores 0–8 in Part C, begin with Math 2.*



**K-3 Placement Inventory**  
**Master P-1**

Cut apart the box of shapes, the number cards, and the paper strips.



**K-3 Placement Inventory****Master P-2**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. 9, 8, 7, 6, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

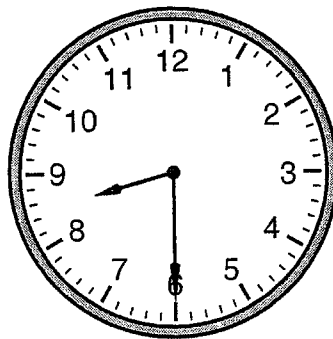
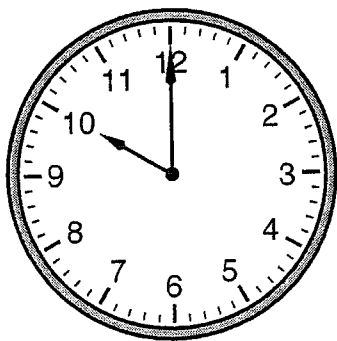
5, 10, 15, 20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6, 16, 26, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

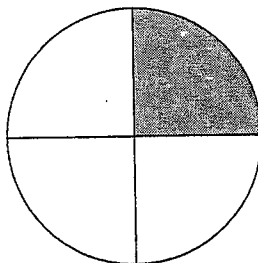
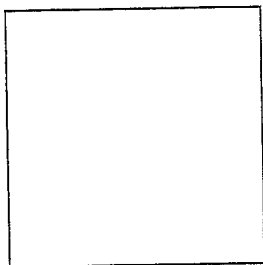
 $\triangle$ ,  $\square$ ,  $\square$ ,  $\triangle$ ,  $\square$ ,  $\square$ ,  $\triangle$ , \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. \_\_\_\_\_

3.



4.






Name \_\_\_\_\_

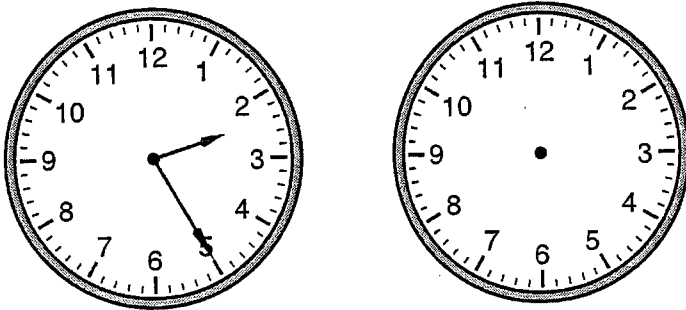
**K-3 Placement Inventory****Master P-3**

Date \_\_\_\_\_

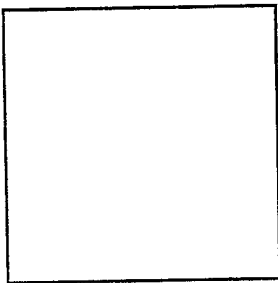
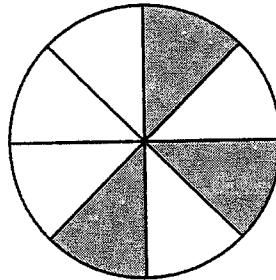
1. 21, 23, 25, 27, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 45, 40, 35, 30, 25, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 47, 57, 67, 77, 87  
, \_\_\_\_\_

2. \_\_\_\_\_

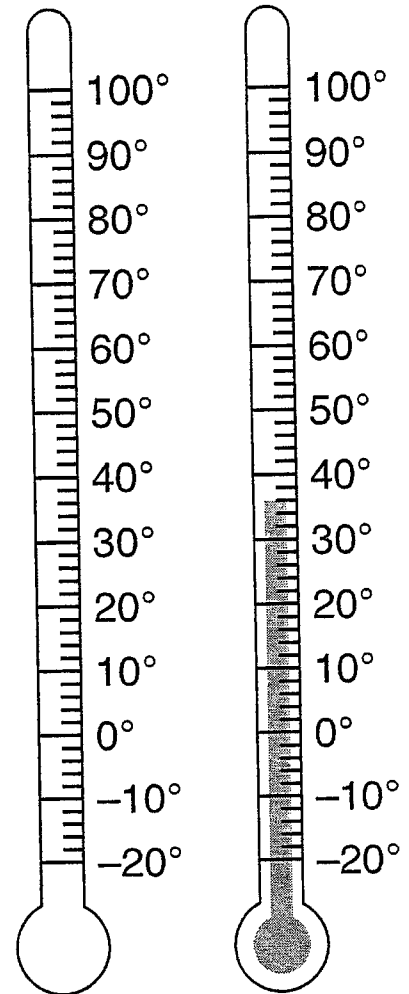
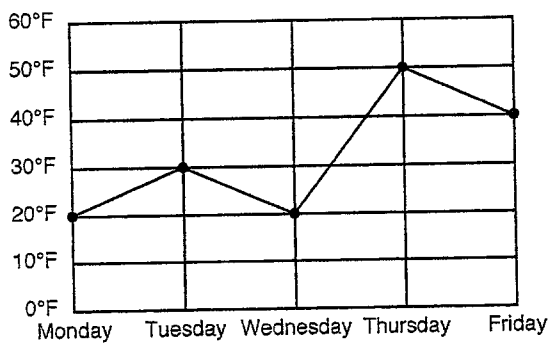
3.



4.

 $\frac{3}{4}$ 

5.





# Lincoln Academy

January 4, 2008

Dear Lincoln Academy parent,

Greetings from Lincoln Academy! We hope you and your child(ren) are enjoying this wonderful school year. It has been our pleasure to serve you this year. We would like to invite you to complete the attached survey. Lincoln Academy is always striving to improve and continue its history of academic success. Our mission continues to be:

*"To inspire children to love learning and to empower them to explore and achieve their individual potential."*

In our efforts to enhance your child's education, we need your feedback. Please offer your suggestions and reasonable ways we can improve. Your input will benefit the school and our students. The success of your child(ren) is the central goal of Lincoln Academy.

Please complete the survey, and return it in the attached envelope (should we specify where). Feel free to make additional copies of the survey if you want to comment on several staff members. Extra copies will also be available at the front desk. The deadline for all surveys is **January 18, 2008**. We encourage you to return your completed survey with your re-enrollment paperwork **January 8-10, 2008**. If you have questions about this survey or would like to turn in this survey electronically, contact [maria@lincoln-academy.org](mailto:maria@lincoln-academy.org). We appreciate your support and wish the very best for you and your child(ren).

Warm regards,

Lincoln Academy Board of Trustees

Please indicate whether you agree or disagree with the following statements.

1. My child(ren)'s needs for **scholastic learning** are met through Lincoln Academy.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

2. I am **satisfied overall** with Lincoln Academy.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

3. **What do you like** about Lincoln Academy, its facilities, and its programs?

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4. Please list what you perceive are the **top 3** issues facing Lincoln Academy at this time?

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**Director and Assistant Director**

1. On a scale from one to five, how well do you think Dr. Dennison is fulfilling his responsibilities?

Dissatisfied      1      2      3      4      5      Satisfied

2. On a scale from one to five, how well do you think Mr. Arteta is fulfilling his responsibilities as Assistant Director?

Dissatisfied      1      2      3      4      5      Satisfied

4. The front office staff members are available and courteously answer my questions and concerns.

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

Comments \_\_\_\_\_

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**Parental Involvement**

1. How often do you volunteer at Lincoln Academy? \_\_\_\_\_

2. Do you feel the staff **appreciates** your contribution?

ALWAYS      OFTEN      SOMETIMES      RARELY      NEVER

3. Comments \_\_\_\_\_

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Feel free to write additional comments on the back of this sheet

Name of the Teacher \_\_\_\_\_

Check the type of contact you have had with this teacher during the school year (check all that apply)

Parent/teacher conference	Telephone
Classroom visits	Email
Note from the teacher	Newsletters

**Curriculum**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Has knowledge of subject areas taught.                   | 1 | 2 | 3 | 4 | 5 |
| 2. Provides my child with challenging learning experiences. | 1 | 2 | 3 | 4 | 5 |
| 3. Teaches using an engaging and interesting delivery.      | 1 | 2 | 3 | 4 | 5 |

Comments \_\_\_\_\_  
\_\_\_\_\_**Classroom Management**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Atmosphere in the classroom is orderly and inviting.      | 1 | 2 | 3 | 4 | 5 |
| 2. The students are clear on what the teacher expects.       | 1 | 2 | 3 | 4 | 5 |
| 3. Uses positive strategies to motivate the students.        | 1 | 2 | 3 | 4 | 5 |
| 4. Responds to my child in a positive and respectful manner. | 1 | 2 | 3 | 4 | 5 |

Comments \_\_\_\_\_  
\_\_\_\_\_**Communication**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Regularly communicates with me about my child's learning.  | 1 | 2 | 3 | 4 | 5 |
| 2. Responds to my concerns.                                   | 1 | 2 | 3 | 4 | 5 |
| 3. Provides assistance so that I can assist my child at home. | 1 | 2 | 3 | 4 | 5 |
| 4. Updates the class with newsletters and other information.  | 1 | 2 | 3 | 4 | 5 |

Comments \_\_\_\_\_  
\_\_\_\_\_**Assessment**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Returns corrected homework & tests in a reasonable time.                                | 1 | 2 | 3 | 4 | 5 |
| 2. Through tests, corrections, etc, provides useful information about my child's progress. | 1 | 2 | 3 | 4 | 5 |
| 3. Let's my child knows how he/she is doing in class.                                      | 1 | 2 | 3 | 4 | 5 |

Comments \_\_\_\_\_  
\_\_\_\_\_**Teacher's Assistant**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Assists the teacher in a professional manner that enhances the classroom. | 1 | 2 | 3 | 4 | 5 |
| 2. Maintains professional boundaries with the students.                      | 1 | 2 | 3 | 4 | 5 |
| 3. Assists students with their coursework.                                   | 1 | 2 | 3 | 4 | 5 |
| 4. Interacts in a positive manner with the students.                         | 1 | 2 | 3 | 4 | 5 |
| 5. Helps my student understand classroom expectations.                       | 1 | 2 | 3 | 4 | 5 |

Comments \_\_\_\_\_  
\_\_\_\_\_

# Lincoln Academy

## Teacher Observation Evaluation

### Explanation of the Rubric

- 0- Unsatisfactory- Does not satisfy expectations, requirements, demands, and performance of a Lincoln Academy Employee. Could be insubordinate or defiant.
- 1- Needs Attention- Additional effort and attention needs to be applied. Additional training or research should be sought.
- 2- Proficient- Competant, skilled, meets expectations and requirements.
- 3- Professional- Above average skill shown. Goes above and beyond expectations.
- 4- Outstanding- Superior skill, model for others, extra time and effort is obvious in classroom performance.

# Lincoln Academy Teacher Observation Evaluation

Date \_\_\_\_\_

Standard One		Unsatisfactory	Needs Attention	Proficient	Professional	Outstanding
<b>Positive Classroom Environment</b>						
1a.	<b>Positive Classroom Environment</b> <ul style="list-style-type: none"> <li>Students feel emotionally and physically safe.</li> <li>Students feel free to answer questions, express ideas and give opinions without fear of being ridiculed.</li> </ul>	0	1	2	3	4
1b.	<b>Implements Positive Behavior System in the Classroom</b> <ul style="list-style-type: none"> <li>Least Restrictive Behavior is used in student discipline.</li> <li>Students are acknowledged for contributions made to the class.</li> <li>Classroom is a community where students and teacher accept and want to help each other.</li> <li>Teacher displays respect for individual student's culture, background, emotional and social growth.</li> <li>Teacher creates learning experiences from these these differences</li> </ul>	0	1	2	3	4
1c.	<b>Rules are Clearly Stated and Posted</b> <ul style="list-style-type: none"> <li>Class rules are posted on wall.</li> <li>Consequences are noted.</li> </ul>	0	1	2	3	4
1d.	<b>Instructional Time Enhances Student Learning</b> <ul style="list-style-type: none"> <li>Students are engaged in lessons and what they are learning.</li> <li>Activities and assignments lead to student learning of desired learning or curriculum goal.</li> </ul>	0	1	2	3	4
1e.	<b>Enforces Uniform Code</b> <ul style="list-style-type: none"> <li>Students are dressed in uniform.</li> <li>If they are not teacher reminds them.</li> </ul>	0	1	2	3	4
1f.	<b>Utilizes TA Effectively</b> <ul style="list-style-type: none"> <li>TA is involved in class work, up moving about the class.</li> <li>TA helps students and the teacher.</li> <li>TA helps with managing classroom discipline.</li> </ul>	0	1	2	3	4
Comments:						

Standard Two		Unsatisfactory	Needs Attention	Proficient	Professional	Outstanding
<b>Mastery of Curriculum Design and Instruction</b>						
2a.	<b>Demonstrates Knowledge of Content</b> <ul style="list-style-type: none"> <li>Teacher displays solid content knowledge.</li> <li>Teacher understands and uses the state core as well as Core Knowledge Curriculum.</li> <li>Teacher makes connections to the real world and other disciplines.</li> <li>Teacher shows evidence of continuous learning</li> </ul>	0	1	2	3	4
2b.	<b>Demonstrates Knowledge of Age-level Pedagogy in Curriculum Development</b> <ul style="list-style-type: none"> <li>Lessons, activities, and classroom management are consistent with age level appropriateness.</li> <li>Teacher adjusts to advancement of individual and group growing dynamics.</li> </ul>	0	1	2	3	4
2c.	<b>Instruction is Aligned with Both the Utah Core and Core Knowledge Curriculum</b> <ul style="list-style-type: none"> <li>Lessons used are designed to meet learning objectives and standards of Core Knowledge and state core curriculum.</li> <li>Exposes students to curriculum required novels.</li> <li>Written response to novels included in upper grades.</li> </ul>	0	1	2	3	4

2d.	<b>Instruction and Communication on Students' Level, Clear Voice, Easy to Understand</b> ° Communication is precise, clear, and appropriate. ° Communicates specific expectations and instructions. ° Uses planners to communicate homework expectations to parents	0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
2e.	<b>Uses a Variety of Instructional Methods Based on Research Data</b> ° Teacher's learning goals and instructional methods reflect knowledge of important content area concepts and developmental appropriateness. ° Learning goals relate to the state core and national curriculum framework/standards.	0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
2f.	<b>Uses Appropriate Resources to Facilitate Student Learning</b> ° Teacher uses a variety of presentation, assignment, and instructional strategies to meet the individual learning needs of students. ° Technology and school specialists are used when appropriate.	0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
2g.	<b>Teaches Emotional Intelligence Lessons and Academic Goals Weekly From Planner</b> ° Weekly character development lessons are taught, posters and other material are present in the classroom. ° Recognizes students when they exhibit good character traits.	0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
Comments:						

Standard Three Supports Student Learning		Unsatisfactory	Needs Attention	Proficient	Professional	Outstanding
3a.	<b>Gives Clear and Accurate Instructions</b> <ul style="list-style-type: none"> <li>Teacher's directions and procedures are clear to students.</li> </ul>	0 0	1 1	2 2	3 3	4 4
3b.	<b>Provides the Student Various Hands-on Opportunities</b> <ul style="list-style-type: none"> <li>Hands on learning is used when appropriate.</li> <li>Teacher seeks opportunities to expose students to hands on experiences.</li> </ul>	0 0 0	1 1 1	2 2 2	3 3 3	4 4 4
3c.	<b>Alternative Learning Strategies are Utilized to Help the Student Learner</b> <ul style="list-style-type: none"> <li>Teacher strives to meet the individual needs of students by using multiple instructional methods involving TA's, parents, and special ed.</li> </ul>	0 0	1 1	2 2	3 3	4 4
3d.	<b>Uses Available Technology, Media and Other TI to Deliver Content</b> <ul style="list-style-type: none"> <li>Uses a variety of technology, Alphasmarts, COWS, UTIPS, slideshows, internet activities, movie clips, sound clips, and other appropriate items.</li> </ul>	0 0	1 1	2 2	3 3	4 4
3e.	<b>Parents are Utilized as Partners in the Classroom</b> <ul style="list-style-type: none"> <li>Parents are involved in the classroom with preparation and delivery of lessons and or assisting in small group instruction.</li> <li>Parent volunteers are encouraged and given meaningful assignments when they inquire.</li> </ul>	0 0 0	1 1 1	2 2 2	3 3 3	4 4 4
3f.	<b>Students are Engaged in the Lesson and on Task</b> <ul style="list-style-type: none"> <li>Majority of students are paying attention and doing the task assigned by teacher.</li> <li>During instructions questions are asked and students are involved in delivering the learning objective.</li> <li>Class management encourages responsibility of the individual student.</li> <li>Teacher requires or encourages students to be responsible for their own behavior.</li> </ul>	0 0 0 0 0	1 1 1 1 1	2 2 2 2 2	3 3 3 3 3	4 4 4 4 4
3g.	<b>Updates SIS each Friday or Monday</b> <ul style="list-style-type: none"> <li>All assignments are current at the beginning or end of the week.</li> </ul>	0 0	1 1	2 2	3 3	4 4
3h.	<b>Sends Home Weekly Newsletter</b> <ul style="list-style-type: none"> <li>Electronic and paper copies of newsletters are sent home each week.</li> <li>Newsletter gives details in each subject.</li> <li>Class activities are described specifically.</li> </ul>	0 0 0 0	1 1 1 1	2 2 2 2	3 3 3 3	4 4 4 4
Comments:						





<b>Incorporates Curriculum and Instructional Techniques</b>		Unsatisfactory	Needs Attention	Proficient	Professional	Outstanding
6a.	<b>Quantum Learning Moves are Observed</b> ° Classroom presentations/activities use variety (visual, auditory, and kinesthetic) to keep students engaged	0 0	1 1	2 2	3 3	4 4
6b.	<b>Uses Orton Gillingham (if applicable)</b> ° Spelling recommendations are used. ° OG methodology is used to present spelling. ° Red Words and Green words are introduced.	0 0 0 0	1 1 1 1	2 2 2 2	3 3 3 3	4 4 4 4
6c.	<b>Direct Instruction is Prevalent in the Classroom</b> ° Direct instruction model is followed in presentation of information to class. ° Chorale student response is frequent. ° Individual students who do not know answers are given opportunity to learn from the response of other students.	0 0 0 0	1 1 1 1	2 2 2 2	3 3 3 3	4 4 4 4
6d.	<b>Shurley English</b> ° Demonstrates Proficiency in Shurley English (knows the jingles and can do the question answer flow confidently). ° Direct instruction method to class is followed. ° Has a positive attitude about Shurley English. ° Finds ways to incorporate Shurley English into students own writing (usually during the revising or editing stage) . ° Jr. High English class has 10 min. of Shurley every day. ° Assessments are modified to be more student friendly (long matching, confusing exercises are removed).	0 0  0 0  0 0	1 1  1 1  1 1	2 2  2 2  2 2	3 3  3 3  3 3	4 4  4 4  4 4
6e.	<b>Saxon Math</b> ° Demonstrates Proficiency in Teaching Saxon Math Concepts. ° Uses manipulatives to introduce a new concept or a concept that students are struggling with. ° Reviews assigned homework to determine which concepts need to be re-taught before a test. ° Uses the math board (grades K-3) as part of daily review.	0 0 0 0 0	1 1 1 1 1	2 2 2 2 2	3 3 3 3 3	4 4 4 4 4
6f.	<b>Guided Reading</b> ° Prepares lessons for individual guided reading groups (including word list, vocabulary, and comprehension questions) ° Records information about student's progress from both formal and informal evaluations ° Determines a plan to help individual students advance reading levels by pinpointing individual reading needs. ° Provides meaningful activities related to guided reading book for students to work on when not meeting with the teacher ° Ensures that the whole class time is being used effectively to complete language arts based activities, and that the TA maintains control of this time	0 0  0 0  0 0	1 1  1 1  1 1	2 2  2 2  2 2	3 3  3 3  3 3	4 4  4 4  4 4
6e.	<b>Writing</b> ° Models each step of the writing process. ° Uses correct writing paper for the grade he/she teach. ° Continues to teach penmanship skills.	0 0 0 0	1 1 1 1	2 2 2 2	3 3 3 3	4 4 4 4
Comments:						

<b>Professionalism</b>		Unsatisfactory	Needs Attention	Proficient	Professional	Outstanding
7a.	<b>Complies With Utah Law and Ethical Educational Practice</b> ° All aspects of the classroom are in compliance with law and ethical education practice.	0 0	1 1	2 2	3 3	4 4
7b.	<b>Holds Parent/Teacher Conference's) When Calendared and as Needed</b> ° Holds Parent Teacher conference twice a year and is willing to set up meetings with concerned parents.	0 0	1 1	2 2	3 3	4 4
7c.	<b>Open to Personal Growth and Professional Development</b> ° Willing to learn new strategies for delivery of lessons, management of the classroom, and motivating students.	0 0	1 1	2 2	3 3	4 4
7d.	<b>Performs Job on Assigned Committee, Strives to Work Well in Group Dynamics</b> ° Willing to share ideas and help other teachers.	0 0	1 1	2 2	3 3	4 4
7e.	<b>Professionally Dressed</b> ° Follows the expected dress for employees at Lincoln Academy.	0 0	1 1	2 2	3 3	4 4
7f.	<b>Punctual</b> ° On time for school, meetings, and stays until end of contract hours. ° Attends all inservice meetings.	0 0 0	1 1 1	2 2 2	3 3 3	4 4 4
Comments:						

Has the Teacher taken appropriate PRAXIS tests?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the Teacher Currently Certified Appropriately for Assignment?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the Teacher Utah Highly Qualified	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the Teacher NCLB Qualified	Yes <input type="checkbox"/> No <input type="checkbox"/>

Additional Comments:

Action To Be Taken:

When the board, or its designee, determine that corrective actions steps or training are necessary to correct unacceptable behaviors or performance are in its best interest, it may employ an appropriate tool. However, this policy, steps implemented or training offered to correct the behavior or performance shall not create any expectation of continued employment. Lincoln Academy is an at-will employer, meaning that either party, with or without cause and with or without notice, may terminate employment. Nothing in this corrective action process shall create an obligation on either party to continue employment.

Teachers Signature: \_\_\_\_\_

(Signing this document does not mean the the teacher agrees with the outcome of the obsevation)

Evaluators Signature \_\_\_\_\_